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SOME SUGGESTIONS ON
TEACHING ABOUT
THE UNITED NATIONS
AND ITS
SPECIALIZED AGENCIES

TOWARDS WORLD UNDERSTANDING

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This booklet has been prepared by Unesco as a part of its programme to stimulate and assist education for international understanding in the schools of its Member States. A first draft was presented as a working paper for discussion at the Eleventh International Conference on Public Education, called jointly by Unesco and the International Bureau of Education, in July 1948. Later, it was considered in detail at the Unesco Seminar on Teaching about the United Nations and its Specialized Agencies, which was held in collaboration with the United Nations at Adelphi College, in New York, during July and August 1948. The draft was then revised in the light of the comments made, and now, reprinted, is being widely distributed in the hope that it will be of assistance to teachers in many countries.

Education - United States

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INTRODUCTION

I

Education for international understanding can be defined in many ways, and interpretations vary from country to country. But the general objective is clear, and to achieve it, Unesco has suggested (Doc. 2C/66) two main approaches:

1. The development in the pupils of an attitude of mind favourable to international understanding, which will make them conscious of the ties which unite the peoples of the world, and ready to accept the obligations which an interdependent world imposes.

2. The dissemination of information on: other lands and peoples; the contribution of all races, religions and nations to the world's culture; the history of international conflicts and their causes, presented so as to stress the interdependence of the modern world, the development of international co-operation and the need for a world community; current events and contemporary problems; and on the United Nations and its Specialized Agencies.

As the suggestions in this pamphlet will show, the one approach is complementary to the other. It is important for the pupils to have information, but it is even more important that information be used to develop attitudes favourable to international understanding.

By decision of the General Conference of Unesco, meeting in Mexico City in 1947, this pamphlet is concerned only with teaching about the United Nations and its Specialized Agencies in the schools. It is hoped that, in the future, Unesco will issue suggestions on other aspects of these two approaches to the development of international understanding.

II

Some of the suggestions made here will not be applicable to all countries. Schools which possess adequate educational equipment, which are well supplied with visual aids, and which can make use of such modern means of communications as films and radio, will obviously find it comparatively easy to encourage an understanding of

the United Nations and to arouse the interest of their pupils in its purposes and in its potential influence on their lives. Most countries, however, are not in this fortunate position, and their task is incomparably more difficult. In rural areas or in industrially undeveloped countries, the school is usually the only agency for formal education, and its curriculum, because of shortage of materials and lack of well-trained teachers, is often rigid and rarely responsive to current developments in the world outside. It is hoped, however, that some of the suggestions made in this pamphlet will be helpful to teachers who have to work in extremely difficult conditions, as well as to those who are more fortunately placed.

TEACHING ABOUT THE UNITED NATIONS AND ITS SPECIALIZED AGENCIES

SOME SUGGESTIONS

THE IMPORTANCE OF TEACHING ABOUT THE UNITED NATIONS SYSTEM

One of the chief aims of education to-day should be to prepare boys and girls to take an active part in the creation of a world society based on peace and security and a fuller life for every human being.

As an essential part of this preparation, pupils should learn about the United Nations and its Specialized Agencies, for it is the great contemporary effort, on an international, governmental scale, to move towards a world society. They should be helped to understand its significance and the influence it may exert upon their lives.

Moreover, what is taught in the schools to-day can help to develop intelligent public opinion and support, without which the United Nations system cannot succeed.

GENERAL APPROACH

Teaching about the United Nations and its Specialized Agencies must, of necessity, vary in content and method according to the age, ability and interest of the pupils, as well as according to the special educational conditions existing in the country in which the instruction is being given. Certain general considerations should, however, be borne in mind for all nations. Among them are the following:

1. Facts about the United Nations and its Specialized Agencies should be given; but it is of first importance to make clear their principles and purposes. These should be illustrated by information on the background, structure, activities and problems of international organizations.

2. The United Nations system should be presented as an important step in man's efforts, over a long period of time, to provide for the well-being of individuals in increasingly large groups.

3. So far as possible, the teaching should show how the work of the United Nations and its Agencies affects, or could affect, the lives of children and young people, as well as of adults. In this connection, the work of the Specialized Agencies should be stressed.

4. The United Nations and its Agencies should be shown as a unified system, each part of which is working on one or more aspects of a total effort "to save succeeding generations from the scourge of war, to reaffirm faith in fundamental human rights and to promote social progress and better standards of life in larger freedom".

5. The teaching should be as objective and realistic as possible; it should emphasize the achievements but not ignore the obstacles to international co-operation.

6. It should stress that the United Nations and the Specialized Agencies depend for success on the people's will to use them.

7. It should indicate the necessity for intelligent action by citizens of the community, the nation and the world, and should show the pupils what they themselves can do while they are still at school.

APPROACH AND METHODS IN THE REGULAR CURRICULUM FOR DIFFERENT AGE LEVELS

It is probable that most of the teaching about the United Nations and its Specialized Agencies will be carried on with adolescent boys and girls, as they will more easily grasp its full significance. Some effective teaching, however, can be undertaken with various age groups, including quite young children; and it is suggested that due consideration be given to the presentation of some aspects of the United Nations system during several years of schooling, so that the child may benefit from the effect of cumulative and repetitive teaching on this subject.

One of the chief aims of education everywhere is to develop those qualities of citizenship which provide the foundation upon which international government must be based if it is to succeed. With very young children schools generally emphasize the formation of attitudes of co-operation, friendliness and fair play and the

development of a sense of responsibility. This is basic education for international understanding, and is probably the nearest approach that can be made, at this stage, to teaching about the United Nations and its Specialized Agencies.

But even with children as young as seven, eight or nine years of age, some direct introduction can be made to the United Nations. They can begin by learning about the various countries which are working together in the United Nations. They can learn about the children of these countries—their songs, dances, games, stories and ways of living. This is obviously very much easier if adequate illustrations, pictures, plays and stories are available. But even without this help, an enterprising teacher can do much to interest the pupils in their neighbours in other countries. Children can understand that people of various nations meet together to discuss their problems and to find peaceful solutions for them. The wise teacher will move from the familiar to the unfamiliar, and will, for example, show how the local post office is affected by the Universal Postal Union. The celebration of special days can be the occasion for simple teaching about the United Nations system. For instance, October 24th, which is the anniversary of the coming into force of the Charter of the United Nations, is now known as United Nations Day and provides a useful opportunity for reminding the pupils about the United Nations.

With young children, reference to the United Nations and its Specialized Agencies will be largely incidental, but with children of ten, eleven, or twelve years of age, some systematic teaching can be introduced, and the ideas behind international organizations can be presented simply and graphically. The similarity can be shown between the International Court of Justice and the local court of justice. A study can be made of conditions in a local factory as they might be affected by the International Labour Office, and the town's health centre could be compared in its aims with the World Health Organization. The town council can be related to the General Assembly, and so on. As children grow older, they can be introduced to broader and more complicated concepts of the United Nations.

In learning to understand how the United Nations began, how it works and what it hopes to do, the children should be encouraged to interest themselves in the adventure of breaking new ground and building for the future. The teacher should also try to develop in the pupils a sense of association—of belonging to the United Nations and of pioneering in the development of a world community. They can understand that every person of every Member State contributes towards the United Nations and that each person is directly or

indirectly affected by it. They might learn something about the delegates from their own country. They will probably take an interest in the prominent figures connected with the United Nations and short biographies, if these can be obtained, will often make the study more vivid.

By the time boys and girls are fifteen, sixteen or seventeen years of age, they can make a relatively thorough study of the structure and activities of the United Nations. In many countries a comparison can be made between the written constitution of the nation and the Charter of the United Nations. The roles of a citizen of the nation and a citizen of the world can be effectively compared and discussed. Some of the problems of international organizations, and some of the controversial issues with which they wrestle, can be introduced if students have been given adequate training in handling such issues objectively. Their study will be enhanced if they can concentrate on those activities of the United Nations which affect them or which relate to their vocational interests. They should be encouraged, at this age, to attempt some degree of specialization. The idealism of youth should be appealed to, but it is essential to remember that the adolescent's enthusiasm can quickly turn to disappointment and disillusionment. Direct teaching is recommended at this stage, either in regular classes or in special courses or series of lessons on the United Nations system. The social studies (geography, history, civics, etc.) provide particularly good opportunities for courses of this kind.

Where possible, recordings, direct broadcasts, films and film strips, and such methods as panel discussions and dramatizations, should be used to help to create an understanding of the work of the United Nations.

It will be found that children grasp more quickly and more firmly the principles of the United Nations and its Agencies if the teaching is related to practical activities, such as the International Children's Emergency Fund, or Unesco's work of educational reconstruction in the war-devastated countries. International correspondence and exchange of scrap books with a school in another country can be encouraged as means of getting to know the people who make up the United Nations.

SPECIAL MEANS OF PRESENTING THE UNITED NATIONS AND ITS AGENCIES

Much of the teaching will no doubt be carried on in regular classes. There are a number of other ways, however, in which the United

Nations and its Agencies can be presented to students. Some of these may with advantage be combined with more formal instruction. Among them are the following:

1. *Bulletin boards or wall news sheets.* These may be placed in a prominent position in the school and kept up-to-date by a group of students or by an individual pupil, with the help of the teacher or the school librarian. Maps, charts and diagrams can be designed by the pupils themselves or cut out of newspapers or magazines. Where possible, current news clippings on the work of the United Nations should be included.

2. *Assemblies.* In many schools all the pupils come together at frequent intervals for lectures, dramatic performances, concerts, or other group activities. Such occasions provide opportunities for talks, discussions or for incidental reference to the aims and activities of the United Nations.

3. *Clubs and study groups.* In parts of the world voluntary clubs and study groups of young people are popular. Some of these groups are organized specifically to study international affairs, while other clubs include international topics among the subjects which they consider. These groups are a fertile field for the cultivation of interest in the United Nations system. In 1947, Unesco itself published in French and English a short pamphlet* outlining the possibilities, methods of work, and activities of clubs of this kind, copies of which can be obtained on request.

4. *Model assemblies.* Pupils of one school, or of several schools, may wish to study the work of some part of the United Nations and present a model assembly, or a model meeting of the Economic and Social Council, or the Trusteeship Council, in which they become participants, rather than spectators. Such activities involve a large amount of work and can probably be undertaken in only a few countries, but the few experiments which have already been tried have been most successful.

5. *School publications.* Some schools are fortunate enough to be able to produce their own publications, either in printed, duplicated or hand-written form, and these present a variety of possibilities for the inclusion of information on the United Nations.

6. *The school library.* In many parts of the world, school libraries provide little more than books of reference, but those which are

* *International Relations Clubs and similar societies*, Unesco, Paris, 1948.

better supplied can be of great value in stimulating and furthering interest in the United Nations. Attractively arranged exhibits and displays of books, pamphlets and clippings from magazines and newspapers which pupils can easily understand help to arouse their interest both in the general work and in the more specific activities of the United Nations.

7. *Contests.* Contests of various kinds can be used successfully as still another means of presenting the United Nations and its Agencies. These may vary widely in the form they take, including essay, poster and public speaking contests. In some cases, they may be organized by private groups in conjunction with the school authorities.

8. *Celebrations.* An annual day or week devoted to the United Nations has been celebrated with success in schools in different countries. Such a celebration day, however, should not be left isolated as a special day to be forgotten until the following year. It should be led up to progressively in the school teaching programme, or used as a stimulus for further study. Reference has already been made to United Nations Day, 24th October, and it is hoped that, as time goes on, more and more schools will celebrate this day. Suggestions for its observance can be obtained from the UN Information Centres (for addresses see Appendix D), or from the headquarters of the UN at Lake Success, New York.

9. *Pageants and festivals.* Plays, dances, pantomimes, pageants and festivals can all be used to present the United Nations dramatically, and they often have an emotional appeal lacking in other types of presentation.

10. *Trips.* Only a very small number of students can visit the headquarters of the United Nations at Lake Success, but for those who can do this the experience will be a vivid and important one if it is well planned and well executed. For some students, trips can be taken to other places where projects are being carried out by the United Nations and its Agencies.

11. *Youth service camps and reconstruction projects.* Students can occasionally participate in reconstruction projects and in international youth service camps and so contribute indirectly to the work of the United Nations. This will help to give a sense of reality to their studies. Unesco has been actively assisting a number of camps of this kind and will gladly supply information about them on request.

12. *Exhibits.* Exhibits prepared by students or by outside agencies can prove of great value in visualizing the aims and activities of the United Nations.

13. *Visitors.* Where possible, people with experience or knowledge of the United Nations or its Agencies should be invited to give talks and lectures in the schools.

THE EDUCATION OF TEACHERS

The first essential in carrying through any programme of study on the United Nations and its Specialized Agencies is to have interested and informed teachers.

Plans for training should apply both to the men and women who are now preparing to be teachers and to the much larger group of those who are already teaching. Since the United Nations and its Agencies are quite new, this means a tremendous task of education among nearly all the teachers in the country.

The aim of the programme should not be to propagandize teachers and make them uncritical proponents of the United Nations and its Agencies. Rather, it should make them aware of the importance of this extensive inter-governmental system, and should show them how to present it to the pupils with whom they work from day to day. It should help them to realize that success ultimately depends on the support and participation of all people. In some countries, the task is complicated by the fact that teachers connect the United Nations only with some particular dispute which has been referred to it. Frank discussion of ideologies as they affect current international problems will be necessary to help these teachers to take a wide view of the United Nations.

Unesco is convinced that educational seminars, run on international, national or regional levels, can provide valuable means for preparing teachers to educate their pupils for international understanding. In July and August, 1948, Unesco held an international seminar near London under the title of "Education for a World Society: The Education and Training of Teachers". It was attended by 47 participants from 22 countries. It is hoped that many of those who have taken part in international seminars of this kind, in which the participants work out their problems in small discussion groups, will, on their return home, help to organize national seminars. These should be one effective means of developing an increasingly large group of teachers who are favourable to the aims and ideals of the

United Nations and are genuinely interested in its success and in efforts to strengthen and improve it.

Institutions preparing teachers might well consider the contributions to their programmes that could be made by:

1. A consideration of the United Nations and its Agencies in existing courses of study.
2. Special courses on the United Nations system.
3. Libraries stocked with adequate materials.
4. Research and special papers on various aspects of the United Nations.
5. Lectures, film showings, and radio programmes on the United Nations and its Agencies.
6. Bulletin boards, reading lists, and exhibits on the United Nations and its Agencies.
7. Discussion groups, clubs and other means of exchanging ideas and information on the United Nations system.
8. Opportunities for travel abroad.

For those persons who are already teaching, many means of presenting the United Nations and its Specialized Agencies are possible, such as:

1. Articles and illustrated accounts in educational journals.
2. Lectures, discussions, films, etc., at teachers' meetings within schools or in meetings of teachers from several schools.
3. Suggestions for individual study and the provision of reading lists drawn up by Ministries of Education, teachers' organizations, libraries or by organizations interested in international affairs.
4. Special bulletins for teachers on the United Nations and the Agencies.
5. Exchange of ideas and information through letters between colleagues interested in these topics.
6. National seminars, summer schools or vacation courses, open also to students training to be teachers.

7. Travelling exhibits on the United Nations and its Agencies.

CO-OPERATION WITH OTHER GROUPS WITHIN THE COMMUNITY AND WITHIN THE NATION

In many communities the school is not the only agent concerned with the education of children and young people. Other groups, some governmental, some voluntary, are also helping to influence the lives of young people. They should be urged to take a share in presenting some aspects of the United Nations, either independently, or better still, in collaboration with teachers and school authorities. In some countries, there are many agencies of this kind, such as churches, labour groups, service groups, farmers' organizations and women's clubs. The help of public libraries, local museums, theatres, cinemas, local press and radio stations can also be enlisted.

What has been said about the use of the resources in the local community applies equally to the resources of the nation. National organizations, ranging from Ministries of Education to voluntary institutions, can help to present the United Nations to school children, by preparing materials, providing speakers, promoting contests and in many other ways. Teachers should also know in what ways national groups can help them, and should make the fullest possible use of their services. Sometimes teachers can usefully take the initiative in suggesting to these groups the kind of assistance that is most needed.

NECESSITY FOR ADEQUATE MATERIALS

The most serious obstacle to teaching about the United Nations and its Agencies, in many cases, is not lack of interest, but shortage, and often complete absence, of suitable materials. Because conditions and methods of education vary widely from country to country, most of these materials must be prepared nationally by those familiar with the subject, the children and the country in which the material is to be used.

As one means of assisting the production of suitable materials, Unesco organized a seminar on Teaching about the United Nations and its Specialized Agencies in July and August 1948. It was held, in collaboration with the United Nations, at Adelphi College, Lake Success. One of its main purposes was to study the best methods of presenting the United Nations to school children up to the age of

approximately eighteen, and to prepare sample materials for use in the schools in the countries from which the participants came. Thirty-five representatives were present from 25 countries, and a number of booklets, study guides, radio scripts, recordings, and filmstrips were prepared. The participants have produced further materials on their return home.

Every country will need to survey its own requirements. In most cases, it will be found that materials are needed on a wide variety of topics, for example, a series of articles or leaflets might well be produced on the "United Nations and the Teaching of Geography", on the "United Nations and Civic Education" or the "United Nations and the Teaching of Science". Each of them would show how incidental reference to the United Nations could be introduced in existing courses and how special studies could be developed. Many countries need brief, simply written and well illustrated accounts for children of different ages on various aspects of the United Nations system. In some cases, a comparative study of the United Nations and the League of Nations would be helpful. Many nations could use a short account of each of the Specialized Agencies, either in one publication or issued separately as part of a series. A statement of how any one problem had been faced by the United Nations would also be useful. These are only a few of the many other possibilities which exist for the production of materials which will help teachers to present this topic in a lively and interesting way.

Unesco is working to assist countries to examine their own textbooks and teaching materials with a view to improving them as aids to international understanding. A Model Plan for the Analysis of Textbooks has been drafted. After it has been checked by experts in different countries, Unesco will suggest to its Member States that they review their own text-books in the light of the recommendations. The importance of including information, where appropriate, on the United Nations and its Specialized Agencies is stressed.

For many reasons, the greater part of the materials required must be produced nationally and it is hoped that in future Unesco, the United Nations and other international organizations will be able to do more to provide the "raw materials", the basic facts and illustrations, which can then be adapted for use on a national scale.

Some "finished materials" can, however, be prepared on an international level. Unesco has issued a report concerning the United Nations and its Specialized Agencies in the schools of its Member States, based on replies to a detailed enquiry which were received in 1947 and 1948. This report (Doc. 2C/60) contains lists of materials which now exist

in a number of countries. Unesco has also prepared a bibliography on education for international understanding and a draft catalogue of films and filmstrips on the same theme. It has issued two pamphlets, one entitled *Let's Visit Unesco House*, to interest young people between 12 and 15 years of age, and another, *You and Unesco*, for those between 15 and 18 years of age. It is hoped that countries will adapt and republish both these pamphlets for use in their schools.

A number of other materials for teachers interested in education for international understanding are ready for distribution. Enquiries should be addressed to Unesco's Department of Education.

The Educational Services Division of the United Nations Department of Public Information also has some "finished materials" for use in schools. For instance, it has recently published *Everyman's Guide to the United Nations*, and *How Peoples Work Together*. In addition, this Division issues from time to time lists of recommended films, filmstrips, posters and publications which it considers particularly appropriate for use in schools.

Some non-governmental organizations have also prepared materials for use in the schools, and useful documents have, for example, been produced by various teachers' groups, etc., and by some of the national associations of the World Federation of United Nations Associations.

THE IMPORTANCE OF DIRECTIVES FROM EDUCATIONAL AUTHORITIES

In many countries the Ministry of Education determines the curriculum for all types of schools and decides where the main emphasis shall be placed. Even in countries where education is more decentralized, there is some educational authority which gives advice on school programmes.

Since these educational authorities can exert a powerful influence on any programme of teaching about the United Nations, it is hoped that they will welcome and support the suggestions outlined in the preceding pages.

INFORMATION AND ADVICE

Teachers interested in the suggestions made in this pamphlet may wish to obtain further information and advice. Overleaf are given particulars of a number of organizations—some of which have already been mentioned—which may be able to help.

Unesco National Commissions. These exist in 36 of Unesco's Member States. One of their main tasks is to assist in carrying out Unesco's programme in their own countries. In some cases these Commissions are particularly concerned with Unesco's work to develop education for international understanding and are producing materials and suggestions for teachers. (For addresses see Appendix B.)

Ministries of Education. Teachers may wish to write for information and advice direct to their Ministry of Education.

Non-Governmental Organizations. A number of non-governmental organizations are interested in making the aims and activities of the United Nations known and understood. Chief amongst them is the World Federation of United Nations Associations. This is a voluntary non-governmental federation of 33 national associations, which are people's movements in support of the United Nations. In 25 countries they have established education committees whose principal task is to encourage teaching about the United Nations and its Specialized Agencies in the schools. (A list of their addresses is given in Appendix C.)

The United Nations. The Educational Services Division of the Department of Public Information of the United Nations, working in close co-operation with Unesco, provides day-to-day factual material on the United Nations, in addition to the publications and other aids already mentioned. Enquiries should be sent to the United Nations Information Centres of which addresses are given in Appendix D, or to the Headquarters of the United Nations at Lake Success, New York.

The United Nations Educational, Scientific and Cultural Organization. One of Unesco's principal functions is to act as a clearing house of information on educational developments, methods and problems in different parts of the world. During the last two years the Education Department of Unesco, acting on the instructions of its General Conference, and in consultation with the United Nations, has been working to stimulate and assist teaching about the United Nations and its Specialized Agencies. It can provide information on teaching programmes and special activities. It can make suggestions, such as those contained in this pamphlet, and can provide a limited amount of material for use in many countries. Communications should normally be made through the National Commissions, but direct contact with Unesco at its headquarters, 19 Avenue Kléber, Paris XVI^e, is also welcome.

CONCLUSIONS

In conclusion it must again be stressed that teaching about the United Nations and its Specialized Agencies should be regarded as a part, although an important part, of a much broader programme which will help to develop international understanding among young people, and help to give them a sense of responsibility towards the local community, the nation and the world society of the future. This task is a world-wide, long-term one which can make a vital contribution to the peace and well-being of mankind.

APPENDIX A

Teaching about the United Nations and its Specialized Agencies was one of the three subjects considered by the Eleventh International Conference on Public Education, attended by representatives of 46 countries. The first draft of this pamphlet was used as a basis for discussion. The following recommendation was drawn up and unanimously approved with one abstention:

RECOMMENDATION TO THE MINISTRIES OF EDUCATION CONCERNING THE DEVELOPMENT OF INTERNATIONAL UNDERSTANDING AMONG YOUNG PEOPLE AND TEACHING ABOUT INTERNATIONAL ORGANIZATIONS

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, and being assembled on 28 June for its eleventh session, adopts on 2 July 1948, the following recommendations:

The Conference, considering

That one of the chief aims of education to-day should be the preparation of children and adolescents to participate consciously and actively in the building up of a world society, rich in its diversity, yet unified in its common goals of peace, security and a fuller life for every human being;

That this preparation should include not only the acquisition of skills, but more particularly the formation and the development of psychological attitudes favourable to the construction, maintenance and advancement of a united world;

That this preparation should be adapted to the capacities of school children of all ages and to the teaching conditions peculiar to the different countries of the world;

Submits to the Ministries of Education of the various countries the following recommendation:

1. That all teaching should help to develop a consciousness and understanding of international solidarity;

2. That life in all educational institutions should be so organized as to develop in the pupils and students a sense of responsibility and social co-operation, necessary for better understanding between the peoples, and that the various forms of social life being organized at different stages of study should be such as to interest young people in the problems of the world of to-morrow;

3. That a sense of duty towards the world community be developed as an extension of civic duties;

4. That international understanding, based on mutual respect among nations and on an appreciation of historical development be encouraged by all possible means, including, for example, the commemoration of the great pioneers of human progress and the celebration of special days of world-wide interest;

5. That in this connection the United Nations and its Specialized Agencies, their purpose and principles, their structure and function, be studied objectively and with scrupulous accuracy. Whatever may be the weaknesses of these institutions, they should be viewed as a unified and growing system and considered as a part of the long series of man's attempts to develop international understanding, to remove the scourge of war, affirm faith in fundamental human rights, establish justice, promote social progress and ensure freedom and better standards of life for all;

6. That as this instruction is new and complex and should appeal as much to the heart as to the head, teachers who are themselves imbued with the spirit of international understanding should be specially trained to carry it out both by direct and indirect teaching as an integral part of all education;

7. That local organizations, such as public libraries, museums, youth clubs, girl guides' and boy scouts' groups, should assist, in collaboration with the school authorities, in developing a spirit of co-operation amongst young people and, at the same time, in presenting the various aspects of the United Nations, its Specialized Agencies and kindred organizations;

8. That having regard to the responsibilities of adults as parents and citizens, steps should be taken to promote an intelligent understanding of international organizations by means of popular adult education;

9. That suitable audio-visual and other material should be prepared, taking into account the age and mental development of the young people and adults to whom it is to be presented and the importance of making the pictures aesthetically satisfying; and that young people and adults should be encouraged to take part in the preparation of such material, which should be designed with some reference to studies of child psychology concerning children's reactions to films; that systematic arrangements should be made for the wide distribution of such material;

10. That text-books of different countries be re-examined as often as possible, with a view to eliminating the passages that would be likely to lead to misunderstanding among nations, and to incorporating materials that would lead to fuller appreciation of world co-operation;

11. That the educational authorities of different countries exchange views and information on the nature and results of this teaching in order to make the best use of their experience;

12. That the Ministries of Education and other educational authorities use their influence to encourage the creation of international understanding amongst young people, and to assist teaching about international organizations which are working for the promotion of world peace.

APPENDIX B

UNESCO NATIONAL COMMISSIONS AND CO-OPERATING BODIES

AFGHANISTAN

Unesco Interim Committee, Ministry of Public Instruction, Kabul.

ARGENTINA

Junta Nacional de Intelectuales.
Uruguay 725 (1^{er} piso), Buenos Aires.

AUSTRALIA

Co-ordinating Committee of the National Co-operating
Bodies for Unesco, Commonwealth Office of Education, Grace Building,
York Street, (Box 3879) Sydney, New South Wales.

AUSTRIA

Austrian Commission for Unesco, 5 Burgring, Vienna I.

BELGIUM

Commission nationale de l'Unesco, Ministère de l'Instruction publique,
Résidence Palace, rue de la Loi, Bruxelles.

BRAZIL

Institut brésilien de l'Education, de la Science et de la Culture,
Ministère des Affaires étrangères, Palacio de Itamaraty, Rio de Janeiro.

CHINA

The Chinese National Commission for Unesco, Ministry of Education,
Canton.

COLOMBIA

Conseil supérieur de l'Education nationale (Commission permanente de
Colombie auprès de l'Unesco),
Edificio Antonio Narino 215, Carrera 6a, No. 14-50, Bogota.

CUBA

Commission nationale cubaine de l'Unesco, Ministère d'Etat, La Havane.

DENMARK

The Danish National Commission for Unesco,
Ministry of Education, Copenhagen.

DOMINICAN REPUBLIC

Commission dominicaine de Coopération intellectuelle,
Secrétariat d'Etat des Relations extérieures, Ciudad Trujillo.

ECUADOR

Commission nationale de l'Equateur,
Ministère de l'Education nationale, Quito.

FRANCE

Commission nationale pour l'Education, la Science et la Culture, a. b. s.
du Service français de l'Unesco, 37, Quai d'Orsay, Paris.

HAITI

Comité national haïtien de Coopération avec l'Unesco,
Secrétariat d'Etat des Relations extérieures, Port-au-Prince.

HONDURAS

Commission nationale de l'Unesco, Département de l'Instruction publique,
Secrétariat d'Etat, Tegucigalpa, D. C.

HUNGARY

Commission nationale hongroise pour l'Unesco,
Ministère des Affaires étrangères, Budapest.

INDIA

Indian National Commission for Co-operation with Unesco,
Ministry of Education, Government of India, New Delhi.

IRAN

Commission nationale iranienne pour l'Unesco,
Avenue Musée, Téhéran.

IRAQ

Iraqi National Commission for Unesco, Ministry of Education, Bagdad.

ITALY

Commission nationale italienne de l'Unesco,
Villa Massimo, Piazza di Villa Massimo N. 2, Rome.

LEBANON

Commission nationale libanaise pour l'Education, la Science et la Culture,
Ministère de l'Education nationale et des Beaux-Arts, Beyrouth.

MEXICO

Commission permanente du Mexique auprès de l'Unesco,
Ministère de l'Education publique, Mexico, D.F.

THE NETHERLANDS

The Netherlands Commission for International Co-operation,
Ministry of Education, Arts and Sciences,
Prinsessegracht 19, The Hague.

NEW ZEALAND

National Commission for Unesco,
Education Department, Wellington.

NORWAY

Norwegian National Commission for Unesco, Royal Norwegian Ministry
of Church and Education, Cultural Section, 3, Bygdo Alle, Oslo.

PERU

Commission nationale du Pérou auprès de l'Unesco,
Ministère des Relations extérieures, Lima.

THE PHILIPPINES

National Commission on Educational, Scientific and Cultural Matters,
3336 Taft Avenue, Rizal City.

POLAND

Commission nationale polonaise pour l'Education, la Science et la Culture,
Ministère de l'Instruction publique, allée de la Première Armée, Warsaw.

SWITZERLAND

Commission nationale suisse de l'Unesco, Département politique fédéral,
Berne.

SYRIA

Commission culturelle nationale syrienne,
Ministère de l'Instruction publique, Damas.

TURKEY

Turkish National Commission for Unesco, Unesco Bureau, Ministry of
National Education, Milli Egitim Bakanligi, Ankara.

UNION OF SOUTH AFRICA

South African National Commission for Unesco, Union Department of
Education, New Standard Bank Building, Pretoria.

THE UNITED KINGDOM

United Kingdom National Commission for Unesco,
Ministry of Education, 23 Belgrave Square, London, S.W.1.

THE UNITED STATES OF AMERICA

United States National Commission for Unesco, Department of State,
Washington, D.C.

URUGUAY

Commission nationale pour l'Education, la Science et la Culture (UNESCO),
Ministère des Relations extérieures, Montevideo.

VENEZUELA

Commission nationale de l'Unesco, Ministère des Relations extérieures,
Direction d'Organismes internationaux, Caracas.

APPENDIX C

EDUCATION COMMITTEES OF THE WORLD FEDERATION OF UNITED NATIONS ASSOCIATIONS

ARGENTINA

Asociacion Argentina pro Naciones Unidas, 435 Calle Cordoba, Buenos Aires.

AUSTRALIA

United Nations Association, 177 Collins Street, Melbourne.

AUSTRIA

Osterreichische Liga für die Vereinten Nationen, 9 Bosendorferstrasse, Vienna I.

BELGIUM

Association belge pour la Coopération des Nations Unies, Palais d'Egmont, Brussels.

CANADA

United Nations Association, 163 Laurier Avenue West, Ottawa.

CUBA

Asociacion Cubana de las Naciones Unidas, Tejadillo 54, La Habana.

CZECHOSLOVAKIA

U. N. A., Valentinská 1, Prague I.

DENMARK

Forenede Nationers Forening, St. Kongensgade 60, Copenhagen.

FRANCE

Association française pour les Nations Unies, 2 rue de l'Elysée, Paris.

GREECE

U. N. A., rue Asklipiou 20, Athens.

HUNGARY

Egyesült Nemzetsk Társasága (Magyarország), Klotild-Utca 12/6, Budapest 5.

ITALY

Istituto Nazionale per le Relazione Culturali con l'Estero, Piazza Firenze 27, Rome.

LEBANON

Association pour les Nations Unies, c/o M. Alfred Tabet,
Cour d'Appel, Beyrouth.

MEXICO

Asociacion Mexicana pro la O. N. U., Calle de Merida 118,
Colonia Roma, Mexico, D. F.

THE NETHERLANDS

U. N. A., Riviervischmarkt 3a, The Hague.

NEW ZEALAND

United Nations Association, Nathan's Buildings, Grey Street,
Wellington, C.I.

NORWAY

Norsk Samband for de Forente Nasjoner, Nobelinstituttet,
Drammensveien 19, Oslo.

SWEDEN

Foreningen Mellanfolkligt Samarbete, Lilla Nygatan 4, Stockholm.

SWITZERLAND

U. N. A., Faubourg du Lac 11, Neuchâtel.

TOGOLAND

Akpini Youth Society, Kpandu, British Togoland, Gold Coast,
West Africa.

TURKEY

Association turque pour les Nations Unies, Cocuk Esirgeme Apartmani
Yenisehir, Ankara.

THE UNITED KINGDOM

Council for Education in World Citizenship, 11 Maiden Lane,
London W.C.2.

UNION OF SOUTH AFRICA

C/o Dr. Samuel Fielding, P. O. Box 465, Johannesburg.

THE UNITED STATES OF AMERICA

United Nations Association, 45 East 65th Street, New York 21, N.Y.

YUGOSLAVIA

U. N. A., Narodna Skupstina, Belgrade.

APPENDIX D

UNITED NATIONS INFORMATION CENTRES

BRAZIL

Nações Unidas Centro de Informações do Rio de Janeiro, 11 Rua Mexico, Sala 1401B, Rio de Janeiro.

CHINA

United Nations Information Centre, 106 Whangpoo Road, Shanghai.

CZECHOSLOVAKIA

United Nations Information Centre, Panska 5, Prague 2.

DENMARK

United Nations Information Centre, 37 Vestre Boulevard, Copenhagen K.

FRANCE

Centre d'Information des Nations Unies, 19 avenue Kléber, Paris, XVI^e

INDIA

United Nations Information Centre, Theatre Communications Building, Connaught Place, Queensway, New Delhi 1.

MEXICO

Centro de Informaciones de las Naciones Unidas, Edificio Internacional, Paseo Reforma No. 1—Of. 405, Mexico, D.F.

POLAND

United Nations Information Centre, Hoza 35, Warsaw.

SWITZERLAND

United Nations Information Centre, Palais des Nations, Geneva.

THE UNITED KINGDOM

United Nations Information Centre, Russell Square House, Russell Square, London, W.C.1.

THE UNITED STATES OF AMERICA

United Nations Information Centre, 1712 H. Street, N.W., Washington, D.C.

THE UNION OF SOCIALIST SOVIET REPUBLICS

United Nations Information Centre, Hohlovski Pereulok 15, Appt. 36, Moscow.

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